DOCUMENT RESUME

ED 239 732 PS 013 664

TITLE	Classroom Ideas-Spring 1982. Intermediate Edition. Volume 3.
INSTITUTION	Kern County Superintendent of Schools, Bakersfield, Ca. Div. of Instructional Services.
PUB DATE	82
NOTE	55p.; For related documents, see PS 013 644-667.
AVAILABLE FROM	Instructional Resources Center, 5801 Sundale Ave., Bakersfield, CA 93309 ($2.00).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Childrens Literature; *Class Activities; *Cognitive Development; Intermediate Grades; Language Arts; *Learning Activities; Mathematics Instruction; Petroleum Industry; Poetry; Puzzles; Resource Materials; Science Activities; Social Studies
IDENTIFIERS	PF Project; Seasonal Celebrations; Team Sports

ABSTRACT

One of a series of activity guides designed to aid teachers in developing the thinking skills of intermediate grade students, this publication offers a variety of learning activities and resource materials. The activities and resources include: a calendar which lists important days and birthdays in March, April, and May; poems; word puzzles and other puzzles; language arts activities; social studies activities; facts about the 50 states; lists of read-aloud books for fourth, fifth, and sixth grades; science activities; mathematics activities; activities to develop an awareness of the petroleum industry; and activities to develop skills in the team sport of softball. Several of the activities are related to the spring months. An index lists the activities in four categories related to thinking skills from Guilford's Structure of the Intellect model: cognition, memory, convergent production, and divergent production. (DC)

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SPRING 1982

CLASSROOM BIRDS

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CLASSROOM IDEAS

Intermediate Edition

Compiled by:

Curricular Services

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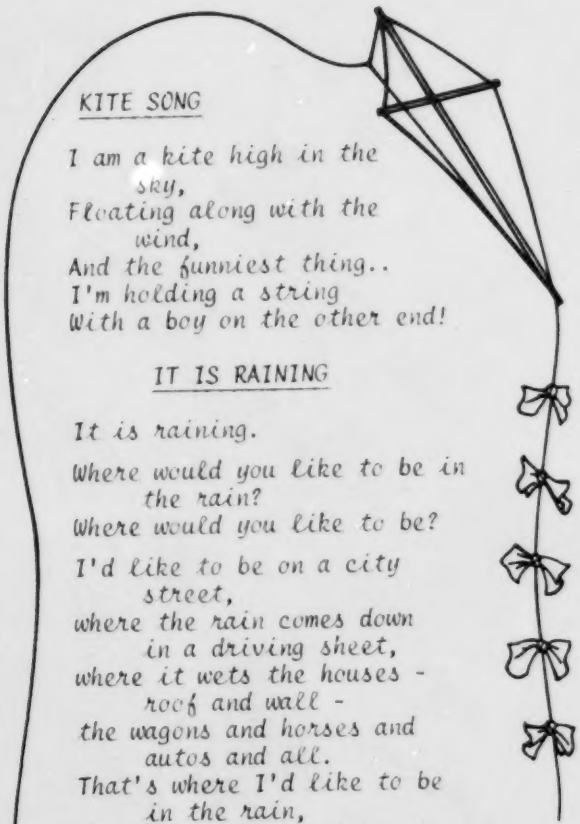
Spring **Word Search**

Z	G	Q	E	F	L	O	W	E	R	S	C	E
S	S	D	A	X	E	G	R	E	E	N	S	B
B	D	Y	S	T	P	A	T	R	I	C	K	A
B	U	T	T	E	R	F	L	I	E	S	C	S
R	B	G	E	W	E	H	F	U	K	M	I	K
E	U	J	R	V	C	H	U	R	C	H	H	E
E	N	A	R	R	H	I	F	L	E	H	C	T
Z	N	D	A	V	A	C	A	T	I	O	N	S
E	Y	M	P	C	U	E	I	O	I	R	L	T
H	V	P	R	A	N	K	S	P	J	K	P	L
N	Y	A	M	R	E	M	M	U	S	N	O	A

WORD LIST

March
green
St. Patrick
leprechaun
breeze
kite
April
pranks
chicks
flowers
bunny
basket
Easter
church
May
buds
butterflies
vacation
summer



KITE SONG

I am a kite high in the sky,
Floating along with the wind,
And the funniest thing..
I'm holding a string
With a boy on the other end!

IT IS RAINING

It is raining.
Where would you like to be in the rain?
Where would you like to be?
I'd like to be on a city street,
where the rain comes down in a driving sheet,
where it wets the houses - roof and wall -
the wagons and horses and autos and all.
That's where I'd like to be in the rain,
that's where I'd like to be.

APRIL

The tulips now are pushing up
Like small green knuckles through the ground.
The grass is young and doubtful yet.
The robin takes a look around.
And if you listen you can hear
Spring laughing with a windy sound.

March

Youth Art Month
National Nutrition Month

1-6	Music in Our Schools Week
1-7	National PHYSICAL EDUCATION Week
3	FLORIDA ADMISSION DAY (1845) NATIONAL ANTHEM DAY Alexander Graham Bell - birthday (1847)
6	Battle of the Alamo
10	First successful TELEPHONE TRANSMISSION (1876)
11	YOUNG PEOPLE'S CONCERT by Kern Philharmonic Orchestra (Civic Auditorium)
16	YOUNG PEOPLE'S CONCERT by Kern Philharmonic Orchestra (Civic Auditorium)
17	Saint Patrick's Day FIRST DAY OF SPRING INSTRUCTIONAL MATERIALS PREPARATION WORKSHOP, 9:00-2:00.
23	ORAL LANGUAGE FESTIVAL and SPELLING BEE, Cal State, Bakersfield
25	BAKERSFIELD CITY School District Junior High School HONOR MUSIC FESTIVAL (Civic Auditorium) 8:00 p.m.
27	KERN COUNTY Elementary/Junior High School HONOR MUSIC FESTIVAL (Civic Auditorium) 7:30 p.m.

1	APRIL FOOL'S DAY
2	International Children's Book Day
5	BOOKER T. WASHINGTON - birthday (1856)
11	EASTER SUNDAY
17	INSTRUCTIONAL MATERIALS PREPARATION WORKSHOP, 9:00-2:00.
18	Anniversary of PAUL REVERE'S Ride (1775)
18-24	National Library Week Bicycle Safety Week
24	MATH FIELD DAY: 8:30 a.m.-2:30 p.m., Cal State, Bakersfield
28	MARYLAND ADMISSION DAY (1788)

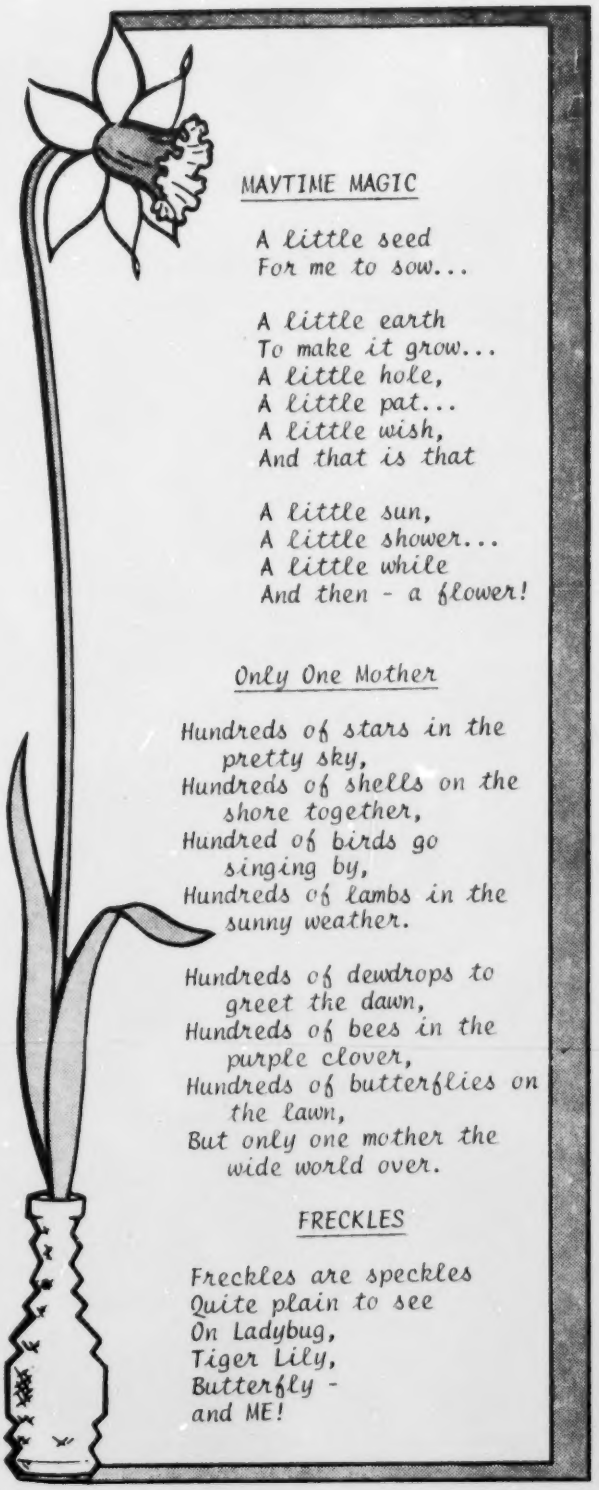
«May»

1	MAY DAY
2-8	Be Kind to Animals Week
5	CINCO DE MAYO: Mexico
7	FINE ARTS FESTIVAL: Lakeside School
9	MOTHER'S DAY
	Completion of the 1st TRANSCONTINENTAL RAILROAD in America (1869)
15	ARMED FORCES DAY
18	Anniversary of the MOUNT ST. HELEN'S volcanic eruption (1980)
29	JOHN F. KENNEDY - birthday (1917)
	WISCONSIN ADMISSION DAY (1848)
31	MEMORIAL DAY

THE CRY OF THE TURTLE

My parlor's polluted,
My bedroom's a fright,
My backyard is littered,
My sky isn't bright,
For the sun is in hiding
With smog on its face,
And who is to blame
For destroying my place?

Some humans are guilty
Of spoiling this sight.
They used up the beauty
They fled in the night.
And only the humans
Can find a solution
To bring back the beauty
And stop the pollution.



MAYTIME MAGIC

A little seed
For me to sow...

A little earth
To make it grow...
A little hole,
A little pat...
A little wish,
And that is that

A little sun,
A little shower...
A little while
And then - a flower!

Only One Mother

Hundreds of stars in the pretty sky,
Hundreds of shells on the shore together,
Hundred of birds go singing by,
Hundreds of lambs in the sunny weather.

Hundreds of dewdrops to greet the dawn,
Hundreds of bees in the purple clover,
Hundreds of butterflies on the lawn,
But only one mother the wide world over.

FRECKLES

Freckles are speckles
Quite plain to see
On Ladybug,
Tiger Lily,
Butterfly -
and ME!

"We Get Post Cards"

It's such fun to send and receive picture post cards! Use the post card blanks on the opposite page to pep up your social studies or language arts programs!

Have the student address the card to a friend and then write a message. Use the bottom space to draw the picture as it would appear on the front of the card.

Here are some ways you and your students can use picture post cards...

For language arts review: stress correct punctuation, parts of letter, grammar, legible handwriting.

Write about a place they have been or experience they have had.

Pretend they are in Paris, Cairo, Washington, D.C., London or another planet.

For creative writing, send their card from an imaginary country or kingdom.

For social studies review, students can each choose a different state. Write the card as a visitor from that state. Illustrate with a famous state landmark.

Send a postcard from the past: from the deck of the Mayflower, from Spain in 1492, from the Alamo.

They could be a famous person and send a friend a card. (i.e. Daniel Boone, Robin Hood, Abraham Lincoln, or the president of the United States)

For added interest and atmostphere, how about a collection of real picture post cards to decorate a bulletin board!

PLACE
POSTAGE
HERE

FLORIDA

Capital _____

Motto _____

_____

state bird

Statehood _____

Agriculture

_____

_____

statetree

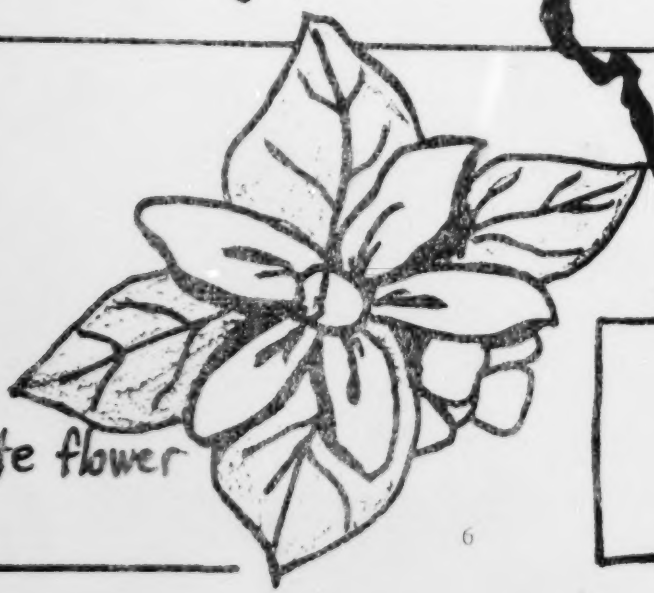
Mining

Fishing _____

_____

Manufacturing _____

_____

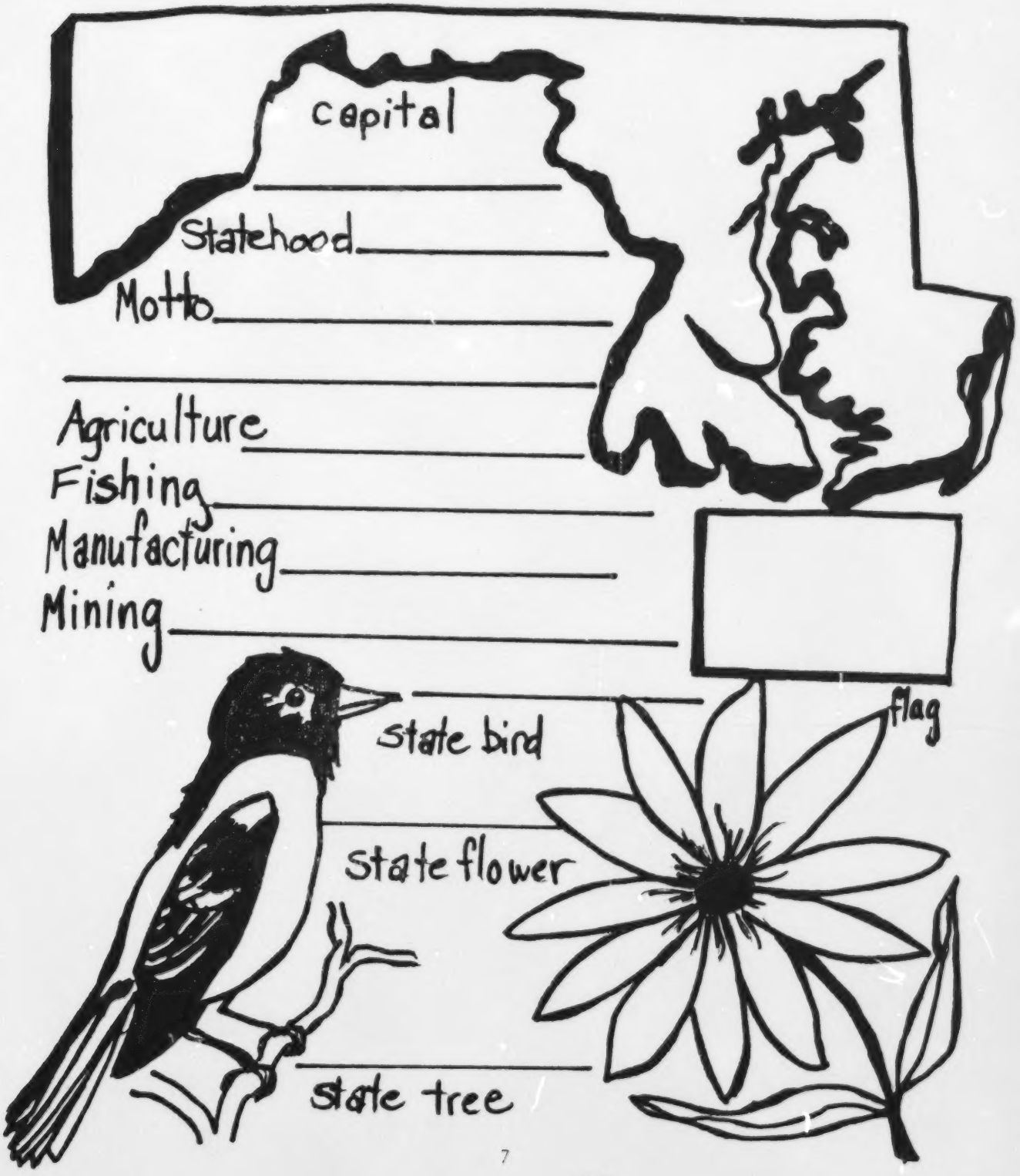


flag

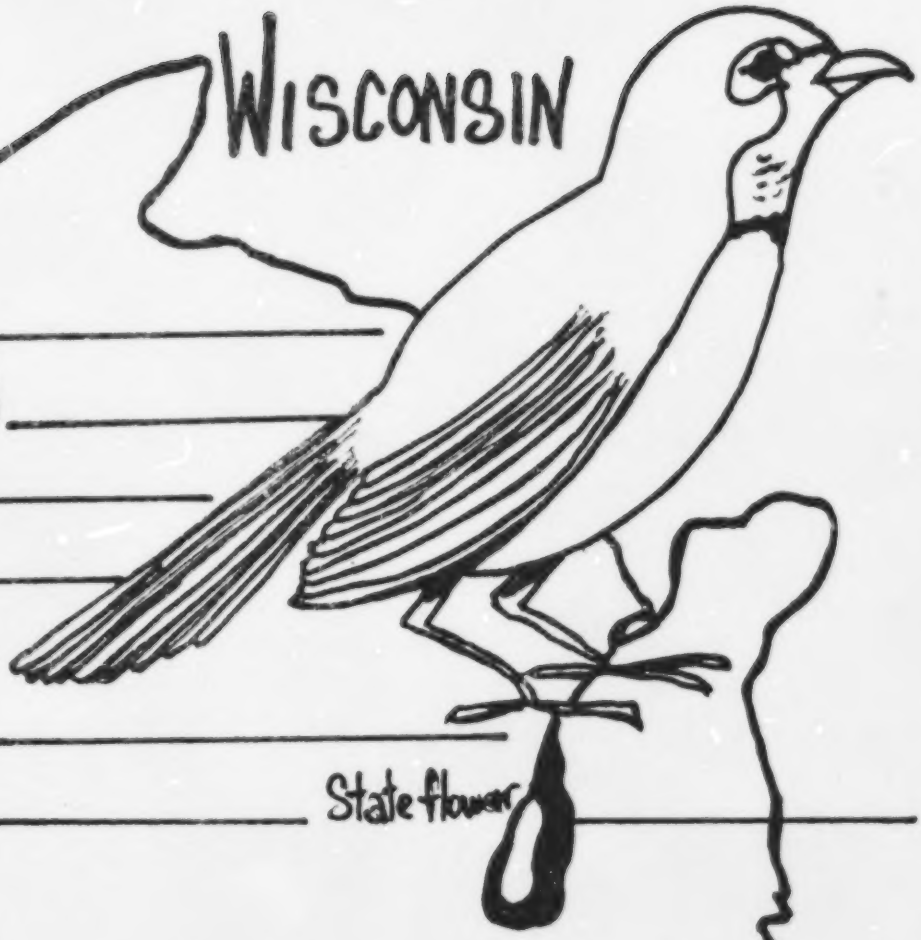
state flower

_____

MARYLAND


capital
Statehood
Motto
Agriculture
Fishing
Manufacturing
Mining
flag
state bird
state flower
state tree

WISCONSIN



Capital _____

Statehood _____

Motto _____

_____

State bird _____

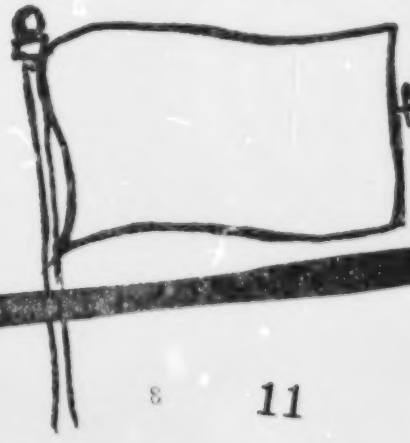
State tree _____ State flower _____

Agriculture _____

Manufacturing _____

Mining _____

Resources _____



Flag

Capital Capers

C N S P R I N G F I E L D H
Q O H O D B A F O F H K E A
B S V E G L S R R G Y L N R
O K E R A V H A U L Z E V T
S C C S T S V N L Q L D E F
T A F X L O I K S E V K R O
O J B D A R L F H R M T W R
N L O C N I L O K H X M R D
J L I T T L E R O C K N Q N
X I S T A U S T I N U F T O
C H E Y E N N E N L H J M V

Hidden in the puzzle above are the capital cities of the fifteen states listed below. First, find out the capital city of each of the states and write it on the line beside the state name. Then find the capital city in the puzzle and draw a line around it.

1. MONTANA _____
2. ARKANSAS _____
3. COLORADO _____
4. IDAHO _____
5. GEORGIA _____
6. NEBRASKA _____
7. KENTUCKY _____
8. WYOMING _____
9. CONNECTICUT _____
10. MISSISSIPPI _____
11. MASSACHUSETTS _____
12. TENNESSEE _____
13. ILLINOIS _____
14. OREGON _____
15. TEXAS _____

EXTRA CHALLENGE:
On a separate piece of paper, write the fifteen capital cities in alphabetical order. Do the same with the state names.

Inside-out

Small words can often be found in larger ones. For instance, *snowball* is made up of *snow* and *ball*.

However, some small words can be found in larger words even though they do not form compound words. For instance, *old* is found in *gold*.

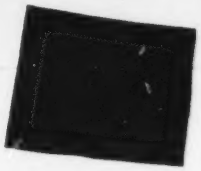
In the names of each state below, there are one or more smaller words. See if you can find them all.

ARKANSAS:	a state that grows a lot of wheat	_____
	Noah had one	_____
ALABAMA:	abbreviation for a place where scientists work	_____
CALIFORNIA:	a preposition	_____
	a conjunction	_____
COLORADO:	found in a rainbow	_____
	a conjunction	_____
DELAWARE:	a rule	_____
	goes with *is*	_____
FLORIDA:	to do away with something	_____
KENTUCKY:	to cover a baby snugly	_____
MISSOURI:	having a tart taste, like vinegar	_____
	a single girl	_____
NEBRASKA:	to question	_____
OREGON:	a material that is mined	_____
MONTANA:	light brown in color	_____
	a preposition	_____
MASSACHUSETTS:	to put something down	_____
WASHINGTON:	to clean with soap	_____
	a kind of tree	_____

ANSWERS: *Kansas, ark; fab; fan, ill; color, or; law, are; rid; tuck; sour, Miss; one; tan, on; sex; wash, ash*

SOME INTERESTING FACTS ABOUT OUR 50 STATES

	STATE	CAPITAL	STATE NICKNAME	STATE FLOWER
1.	Alabama	Montgomery	Cotton State	Camellia
2.	Alaska	Juneau	Mainland State	Forget-me-not
3.	Arizona	Phoenix	Apache State	Giant Cactus
4.	Arkansas	Little Rock	Bear State	Apple Blossom
5.	California	Sacramento	Golden State	Golden Poppy
6.	Colorado	Denver	Centennial State	Columbine
7.	Connecticut	Hartford	Nutmeg State	Mountain Laurel
8.	Delaware	Dover	Diamond State	Peach Blossom
9.	Florida	Tallahassee	Everglade State	Orange Blossom
10.	Georgia	Atlanta	Empire State of the South	Cherokee Rose
11.	Hawaii	Honolulu	Aloha State	Hibiscus
12.	Idaho	Boise	Gem State	Lewis Mockorange
13.	Illinois	Springfield	Prairie State	Butterfly Violet
14.	Indiana	Indianapolis	Hoosier State	Peony
15.	Iowa	Des Moines	Hawkeye State	Wild Prairie Rose
16.	Kansas	Topeka	Sunflower State	Sunflower
17.	Kentucky	Frankfort	Bluegrass State	Goldenrod
18.	Louisiana	Baton Rouge	Pelican State	Magnolia Grandiflora
19.	Maine	Augusta	Pine Tree State	Pine Cone and Tassel
20.	Maryland	Annapolis	Old Line State	Black-eyed Susan
21.	Massachusetts	Boston	Bay State	Trailing Arbutus
22.	Michigan	Lansing	Wolverine State	Apple Blossom
23.	Minnesota	St. Paul	Gopher State	Moccasin Flower
24.	Mississippi	Jackson	Magnolia State	Magnolia
25.	Missouri	Jefferson City	Bullios State	Hawthorn
26.	Montana	Helena	Treasure State	Bitterroot Lewisia
27.	Nebraska	Lincoln	Cornhusker State	Goldenrod
28.	Nevada	Carson City	Silver State	Sagebrush
29.	New Hampshire	Concord	Granite State	Purple Lilac
30.	New Jersey	Trenton	Garden State	Purple Violet
31.	New Mexico	Santa Fe	Sunshine State	Yucca
32.	New York	Albany	Empire State	Rose
33.	North Carolina	Raleigh	Old North State	Dogwood
34.	North Dakota	Bismarck	Flickertail State	Prairie Rose
35.	Ohio	Columbus	Buckeye State	Scarlet Carnation
36.	Oklahoma	Oklahoma City	Sooner State	Misletoe
37.	Oregon	Salem	Sunset Stae	Oregon Grape
38.	Pennsylvania	Harrisburg	Keystone State	Mountain Laurel
39.	Rhode Island	Providence	Little Rhody	Violet
40.	South Carolina	Columbia	Palmetto State	Carolina Jessamine
41.	South Dakota	Pierre	Sunshine State	Pasque
42.	Tennessee	Nashville	Volunteer State	Iris
43.	Texas	Austin	Lone-Star State	Bluebonnet
44.	Utah	Salt Lake City	Mormon State	Blue Spruce
45.	Vermont	Montpelier	Green Mountain State	Red Clover
46.	Virginia	Richmond	Old Dominion State	American Dogwood
47.	Washington	Olympia	Evergreen State	Rhododendron
48.	West Virginia	Charleston	Panhandle State	Rosebay Rhododendron
49.	Wisconsin	Madison	Badger State	Butterfly Violet
50.	Wyoming	Cheyenne	Equality State	Indian Paintbrush

WISCONSIN	WYOMING
	

STATE ABBREVIATIONS

The chart below shows abbreviations for the states. It shows the old abbreviations and the new Postal Service abbreviations. Work with a friend and quiz each other on the new abbreviations.

State	Abbreviation		State	Abbreviation	
	Old	*New*		*Old*	*New*
Alabama	Ala.	AL	Montana	Mont.	MT
Alaska	Alaska	AK	Nebraska	Neb.	NE
Arizona	Ariz.	AZ	Nevada	Nev.	NV
Arkansas	Ark.	AR	New Hampshire	N.H.	NH
California	Calif.	CA	New Jersey	N.J.	NJ
Colorado	Colo.	CO	New Mexico	N.M.	NM
Connecticut	Conn.	CT	New York	N.Y.	NY
Delaware	Del.	DE	North Carolina	N.C.	NC
District of Columbia	D.C.	DC	North Dakota	N.D.	ND
Florida	Fla.	FL	Ohio	Ohio	OH
Georgia	Ga.	GA	Oklahoma	Okla.	OK
Hawaii	Hawaii	HI	Oregon	Ore.	OR
Idaho	Idaho	ID	Pennsylvania	Pa.	PA
Illinois	Ill.	IL	Rhode Island	R.I.	RI
Indiana	Ind.	IN	South Carolina	S.C.	SC
Iowa	Iowa	IA	South Dakota	S.Dak.	SD
Kansas	Kans.	KS	Tennessee	Tenn.	TN
Kentucky	Ky.	KY	Texas	Tex.	TX
Louisiana	La.	LA	Utah	Utah	UT
Maine	Me.	ME	Vermont	Vt.	VT
Maryland	Md.	MD	Virginia	Va.	VA
Massachusetts	Mass.	MA	Washington	Wash.	WA
Michigan	Mich.	MI	West Virginia	W. Va.	WV
Minnesota	Minn.	MN	Wisconsin	Wis.	WI
Mississippi	Miss.	MS	Wyoming	Wyo.	WY
Missouri	Mo.	MO			

READ ALOUD BOOKS

WHY READ ALOUD?

Students who are read to six times a day from a variety of sources, do better on reading and math tests than students who have not had this opportunity.

Some specific ways in which students are benefitted from these listening activities are:

1. *They see that reading is important to adults.*
2. *They hear oral reading fluency.*
3. *They develop new vocabulary.*
4. *They hear new information about old concepts.*
5. *They hear new concepts not previously considered.*

FOURTH GRADE

Alexander	BOOK OF THREE
Blume	TALES OF A FOURTH GRADE NOTHING
Calhoun	HONESTLY, KATIE JOHN
Corbett	BIG JOKE GAME
Eager	HALF MAGIC
Farley	THE BLACK STALLION
Fritz	THE CABIN FACED WEST
Gates	THE BLUE WILLOW
Henry	KING OF THE WIND
Konigsburg	FROM THE MIXED-UP FILES OF MRS. BASIL E. FRANKWEILER
Krumgold	...AND NOW MIGUEL
Levitin	JASON AND THE MONEY TREE
Lewis	LION, THE WITCH, AND THE WARDROBE
MacGregor	MISS PICKERELL GOES TO MARS
Morey	GENTLE BEN
Neville	IT'S LIKE THIS, CAT
North	RASCAL
Sachs	PETER AND VERONICA
Smith	A TASTE OF BLACKBERRIES
Snyder	THE EGYPT GAME
Sperry	CALL IT COURAGE
Spykman	TERRIBLE, HORRIBLE EDIE
Stolz	BULLY OF BARKHAM STREET
Terris	CHICKEN POX PAPERS

Compiled by the Kern County Library

FIFTH GRADE

Alexander	TIME CAT
Baker	COCKLEBURR QUARTERS
Bawden	THREE ON THE RUN
Bradbury	HALLOWEEN TREE
Byars	EIGHTEENTH EMERGENCY
Cunningnam	DROP DEAD
Fitzgerald	THE GREAT BRAIN SERIES
Fitzhugh	HARRIET THE SPY
Forbes	JOHNNY TREMAIN
George	MY SIDE OF THE MOUNTAIN
Gipson	OLD YELLER
Holm	NORTH TO FREEDOM
Key	ESCAPE TO WITCH MOUNTAIN
Konigsburg	JENNIFER, HECATE, MacBETH WM. MCKINLEY AND ME, ELIZABETH
Langton	DIAMOND IN THE WINDOW
L'Engle	A WRINKLE IN TIME
Morey	SCRUB DOG OF ALASKA
O'Dell	ISLAND OF THE BLUE DOLPHINS
Ormondroyd	TIME AT THE TOP
Rawls	WHERE THE RED FERN GROWS
Snyder	THE HEADLESS CUPID
Warner	THE BOXCAR CHILDREN
Wells	FIVE-YARD FULLER
Wyss	SWISS FAMILY ROBINSON

SIXTH GRADE

Armstrong	SOUNDER
Bonham	DURANGO STREET
Bonham	VIVA CHICANO
Butler	LIGHT A SINGLE CANDLE
Carleton	THE WITCHES' BRIDGE
Chase	WICKED PIGEON LADIES IN THE GARDEN
Cleaver	WHERE THE LILLIES BLOOM
Duncan	RANSOM
Finlayson	REBECCA'S WAR
Fleischman	JINGO DJANGO
Greene	PHILLIP HALL LIKES ME, I RECKON MAYBE
Hamilton	HOUSE OF DIES DREAR
Juster	PHANTOM TOLLBOOTH
Levitin	JOURNEY TO AMERICA
Perl	ME AND FAT GLENDA
Reiss	THE UPSTAIRS ROOM
Rockwell	HOW TO EAT FRIED WORMS
Rodgers	FREAKY FRIDAY
Roth	THE ICEBERG HERMIT
Snyder	THE CHANGLING
Southall	HILL'S END
Speare	WITCH OF BLACKBIRD POND
Taylor	THE CAY
White	DEATHWATCH

LEARNING ACTIVITIES FOR A STUDY OF THE NEWSPAPER

1. Take time to become familiar with the newpaper in the classroom. Read from different sections of the paper and take notes on different types of articles, most interesting and boring parts, subscription rates and mailing regulations.

2. Become familiar with the history of the newspaper by:
   a. Stories told by the teacher
   b. A field trip or resource person visiting your school
   c. Independent research

3. Choose one or more of these famous American newsmen and find out all you can about him. Prepare a written report or be prepared to give a short oral report.

Ernie Pyle	William R. Hearst	Damon Runyon
Mark Twain	John Peter Zender	Horace Greeley
Joseph Pulitzer	Edward Scripps	Bret Harte

4. Find meanings and examples for each of the following newspaper terms:

banner	masthead	index
lead	dateline	break-over
by-line	obituary	wirephoto
sub-head	editorial	syndicated column

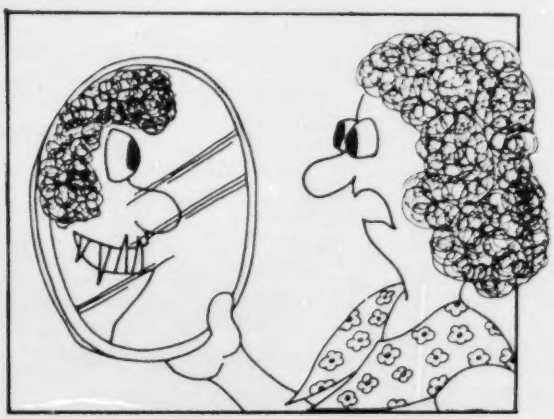
5. Front page
   a. Name the newspaper and the date printed.
   b. How many columns across does this paper have?
   c. Write the headlines of the most important story of the day.
   d. Find the most important picture on the front page. In 25 words or less, tell about it in your own words.
   e. Name two items that appear on the front page other than news or news pictures.
   f. List two headlines that attract your attention. Why did you choose the ones you did?

6. Advertising
   a. In 25 words or less, tell why you agree or disagree with the following statement: "The best advertising is honest advertising."
   b. What part do artists play in newspaper advertising?
   c. In two large ads, name the advertisers and their products and discover what techniques of selling are used.
   d. Advertisements have two purposes: service and financial. Explain and cite an example for each word.

Mirror of your Mind

Have the students cut words and pictures out of magazines, that best represent the image they have of themselves. Instead of just gluing them on pieces of paper, have the children use the slide projector to trace and cut out their silhouettes.

Then arrange the collage of words and pictures inside the silhouette and glue them down in an interesting pattern.

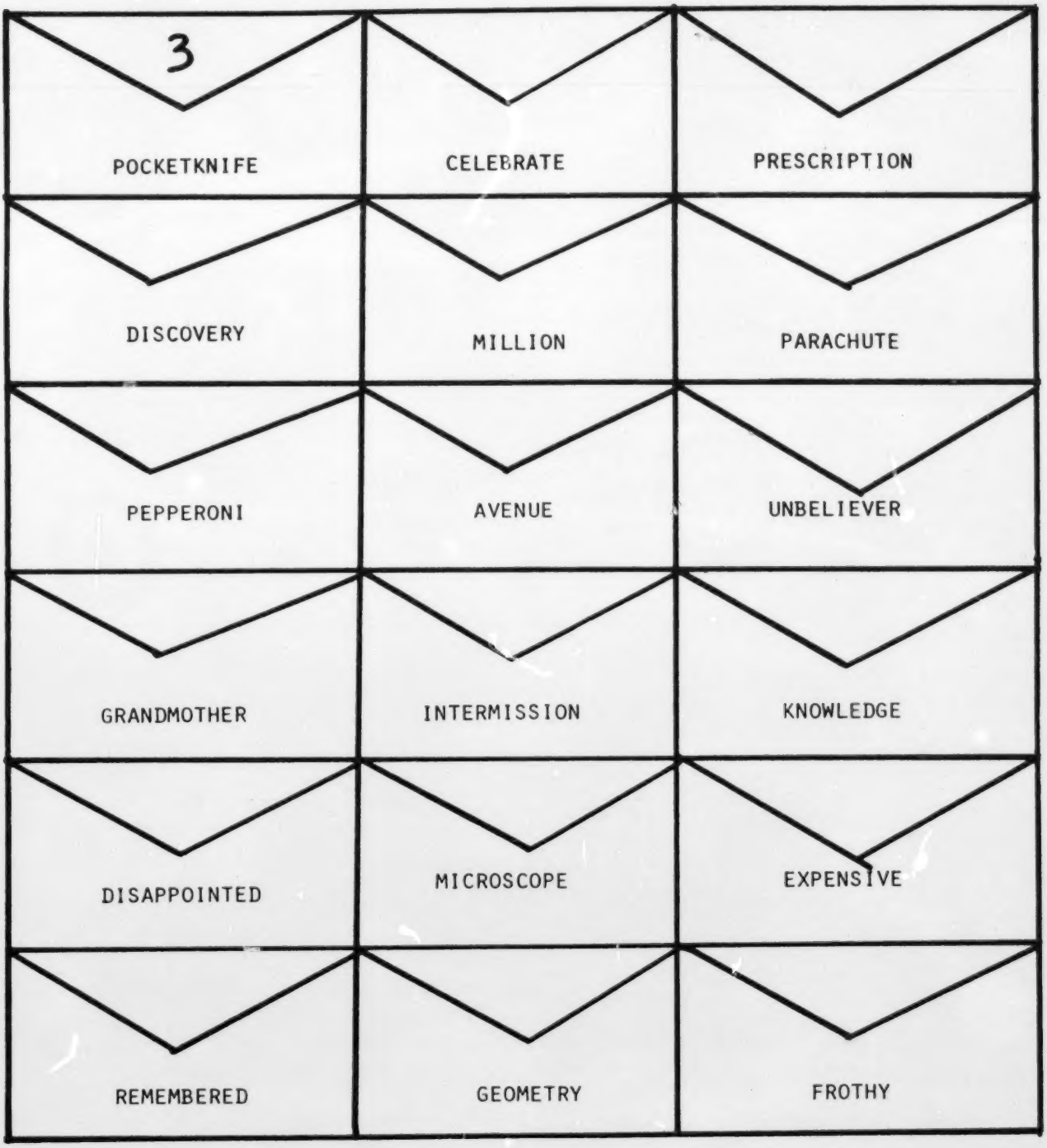


Extra:

Have the students choose three symbols from their collage or three objects that are very important to them. In their writing, they should describe the meaning and importance of those things in their lives.

Sorting Syllables

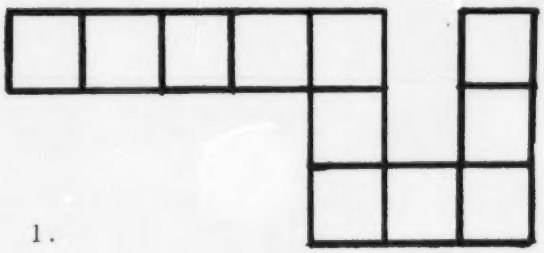
Read the words on the envelopes below. Decide how many syllables are in each word and write that number on the envelope flap. The first one is done for you.



Chain Letters

Make words by putting one letter in each box below. Where one box can be in more than one word, you must form your word to include that letter. Words are formed from left to right and from top to bottom.

1.



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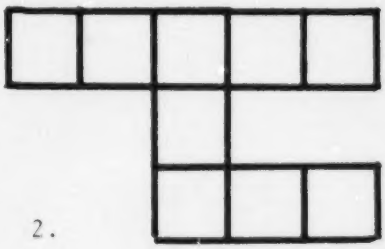

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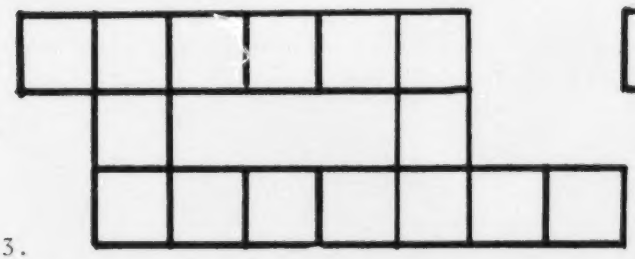

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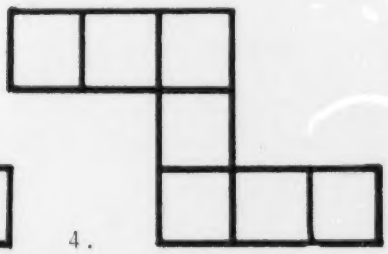

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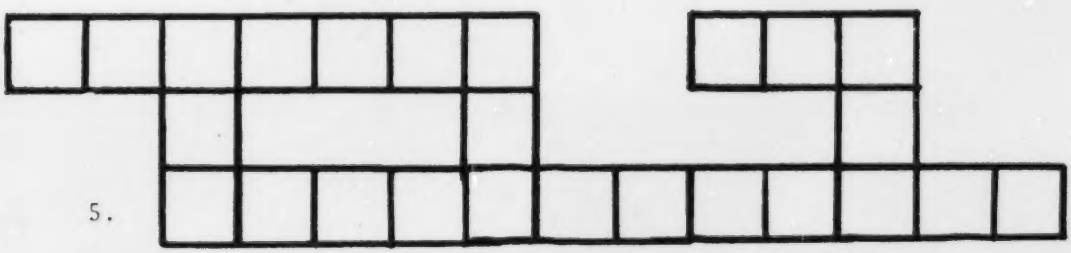

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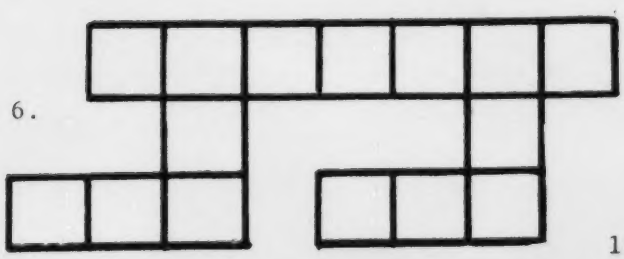

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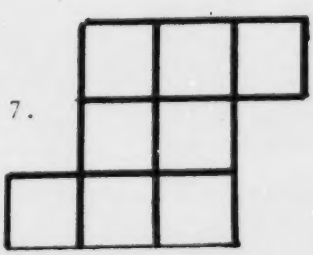


18

Bunny Tales

DIRECTIONS: Glue story starters on cardstock. Place in plastic Easter eggs. Have children select an egg, then write and illustrate the story found inside. The stories may be copied in egg-shaped books with a decorated cover. Or they may be mounted on egg-shaped construction paper and used for a "Bunny Tales" bulletin board.

1. What Christmas job could the Easter Bunny hold?
2. Write an autobiography about your life as a jelly bean.
3. You have just landed on Pluto and it's Easter. Plan an Easter celebration for the planet.
4. When Mrs. James went to the henhouse to gather eggs, she saw...
5. Design an Easter Egg factory.
6. Make a list of all the words that make you think of Easter. Illustrate the words and use each in a sentence.
7. If I were the Easter Bunny, I would...
8. You have been shipwrecked on an island where there are no Easter goodies. Tomorrow is Easter and you must fill a basket for a friend. Describe what you will use.
9. Ralph went down to the creek to look for oval shaped stones. He carried his paintbox with him...
10. Janice lived in a large city. One Easter she made a wish...
11. Little Brown Cottontail pretended she was a big white Easter bunny...
12. Pretend you are the owner of a famous hat shop. You have just received an order from the Queen of England for the most unusual and beautiful bonnet in the world. Describe what you would do, the materials you would use and what the finished product would look like.
13. Pretend you have just won first prize for the most beautifully decorated Easter egg in a contest. Describe how you look and how you feel about winning.

...*From THE MAGIC OF MOTIVATION, Panama Union School District, 1980.*

Triple Dip

A F T E R N O O N H K
N Y B P A X M C V O P
O B R U T X Z U I G J
I W Q Y T G V C S W M
T Y H R L T E S M F R
C N K P E N E L D P D
E A I R S I O R L U C
L W Q K N R N P F B M
L S W A A P A I O L N
O H I B K R I Z W R Y
C O F F E E P O T L E
T E S L P G U H V M S
U T R I A N G L E G T
R A F W P I T U K O E
G T D G N F Q O P Y R
R O M R W E S A L W D
D F E W Q K V J L R A
J V M N E S V A L U Y
O N A C L O V S D H J
W F H L U I O T R A B

FOR A SWEET TREAT THAT
CAN'T BE BEAT!

SCOOP YOURSELF UP A FEW
THREE-SYLLABLE WORDS.

WORD LIST

FINGERPRINT
BUTTERFLY
AFTERNOON
COFFEEPOT
RATTLESNAKE
NEVADA
COLLECTION
YESTERDAY
VOLCANO
OVERNIGHT
TRIANGLE

Paper Cup Science

Do you have equipment problems? Would you like to do more science experiments, but find that the materials you need are hard to assemble or too expensive?

Try some of these experiments using various types of paper cups. This group of experiments all involve investigating the nature of sound, but you will quickly be inspired to develop your own experiments in the study of light, heat, and plant growth.

Some tried and tested observations:

- - Styrofoam cups were best for growing seeds and plants.
- - light paper cups for wind experiments; thick waxed paper cups for light experiments.
- - small hot sauce cups for crystal growing.

* * * * * *

For this set of activities, the heavy paper cups with fold-out handles like those that are in coffee and cocoa vending machines.

1. WHAT IS SOUND?

Materials:
a. Paper or thin plastic cups

Procedure:
a. Hold cup in hand with pads of first and middle fingers pressing gently on the bottom of the cup.
b. Speak with a clear voice into the cup.

Activities:
a. Have pupils write out answers.
b. Have pupils draw cup, sound waves and hand.

Thought Questions:

a. Was any sensation noted by the hand holding the cup?
b. Sound consists of what?

2. WHAT CAUSES DIFFERENT SOUNDS?

Materials:
- a. Paper cups
- b. Thread - 50 to 100 centimeters

Procedure:
- a. Make a pin hole in the bottom of the cup.
- b. From outside, place thread through the hold, and tie two or three large figure-8 knots inside to prevent thread from pulling out.
- c. Secure free end of thread to desk or chair.
- d. Place cup to ear.
- e. Make the thread taut.
- f. Pluck the thread.
- g. While plucking the thread, vary the tension of the thread.

Thought Questions:
- a. How does varying the tension of the thread alter the sound?
- b. What is the relationship between how taut it is and how fast it vibrates?
- c. How does the vibrating string affect the bottom of the cup?
- d. How can you produce deeper sounds, higher-pitched sounds, louder sounds?
- e. Why do guitar strings have adjusters for each string?
- f. Who in the class plays a string instrument?

3. HOW IS SOUND TRANSMITTED?

Materials:
- a. Two paper cups
- b. A length of stout thread 3 to 4 meters long

Procedure:
- a. Make a pin hole in the bottom of each cup.
- b. Put each end of thread through bottom of one of the cups.
- c. Tie a figure-8 knot near the end of the thread.
- d. Two students, each with a cup, and standing far enough apart to make the thread taut, should alternately talk and listen. (Resin run over the thread enhances the transmission.)

Thought Questions:
- a. What did each part listed below do when you were talking?
- b. What did each part listed below do when you were listening?

1. mouth of cup
2. sides of the cup
3. bottom of cup
4. thread

4. SIMPLE PHONOGRAPH

Materials:
- a. Paper cup with a thin bottom
- b. Straight pin with head
- c. An old record
- d. Phonograph player

Procedure:
- a. Put a pin through bottom of cup.
- b. Put a drop of glue on pin-head to secure it tightly. (If cup is waxed, warm bottom and wipe wax away.)
- c. With record turning on the player, hold cup at such an angle that the pin slides in the record grooves.

Thought Questions:
- a. What causes sound?
- b. How is sound "printed" on a record?
- c. How is the sound released?
- d. What is the purpose of the needle?
- e. What is the purpose of the cup?
- f. Compare pin and phonograph needle with a hand lens.

These science principles affect us every day. This method of presentation is almost guaranteed to attract and extend pupil attention.

FAMOUS INVENTORS

Thomas A. Edison invented the phonograph in 1877. Using the list below find out what famous invention each man discovered:

1. Alexander Graham Bell
2. George Eastman
3. Elias Howe
4. Robert Fulton
5. Samuel F.B. Morse
6. Cyrus McCormick
7. Orville and Wilbur Wright
8. Samuel Colt
9. Benjamin Holt
10. John P. Holland

What would be the most useful reference book to find the answers?

Constellations are the road maps of the sky

First learn to recognize the constellations of summer, so as the form the "road map" needed for orientation before tackling the more mobile-appearing planets and planetoids:

The brightest star in the summer sky is Vega, which is in the zenith (directly overhead) for most of the summer (exactly at ten p.m., mid-August). Its prominence is due to: its proximity – twenty-seven light years, its higher temperature, and its being fifty times the size of our sun.

Vega belongs to the constellation Lyra, formed by the combination of an equilateral triangle appended to a parallelogram.

I name the fainter northern Epsilon Lyra because of its unique structure. The eye perceives it as a single star, binoculars reveal it to be a double star, and with a moderate-sized telescope, each component is found to have two parts. That is, a three or four inch reflector would probably show four stars, where to the unaided eye, only one is discernable. I said, probably, because Nova's six-inch telescope will show four specks if no one moves and shakes the building.

If you have ever observed a swan in flight, you will recall the long supple neck. Thus in finding the constellation Cygnos, look for a cross-like structure with the long base of the cross forming the neck, which is headed southwestward.

I stress directions because the bright star, Deneb, forms the tail, while the fainter double star, Albireo (one blue, one gold), forms the body. Deneb's brightness (luminosity) must be thousands of times that of our sun.

Compare its sixteen-hundred light year distance with Vega's distance when you observe their relative brightness. The whole constellation is situated within the Milkyway.

South of Lyrae is the constellation Aquila (Eagle). Altair, its brightest star, is fourth in star distances from us, being sixteen light years away.

Capricornus, The Sea Goat, is a dim constellation of the Zodiac, resembling an inverted cocked hat.

Sagittarius, an archer's bow, is poised with one star as a drawn arrow's tip pointed at a westerly scorpion.

Hercules is composed of two major parts. The largest keystone (Trapizoid) shape contains a great globular cluster, which is faintly visible on a dark, clear night.

Scorpius, resembling such a creature, is a string of stars with what could be a hooked tail. The head includes the red star, Antares, which means "Rival of Mars."

Corona Borealis (Northern Crown) is a group of seven stars appearing for a time, from earth, to form a group resembling a half circle.

from Shasta County, TEACHERS' QUARTERLY

What's Left?

DIRECTIONS: In each puzzle below, see if you can discover the word that is left after removing the letters of the defined word.

Example: C T O E R N A = _____

Remove the drink but leave the vegetable.

The drink is T E A, which leaves the letters C O R N .

Remember: The letters are always in the correct order.

1. C S H P O I C O N A L A C H T E = _____

Remove the candy but leave the vegetable.

2. G N U E L L S T = _____

Remove the bird but leave its home.

3. P R E A Y R E = _____

Remove the fruit but leave the bread.

4. S O A R L E E G M O N = _____

Remove the state but leave its capital.

5. C L U I B O N = _____

Remove the bear but leave the jungle cat.

6. D S E U C E M N D B A E R Y = _____

Remove the day of the week but leave the month.

7. B C I C Y A C R L E = _____

Remove something with four wheels but leave something with two.

8. R E B A B S I T E R T = _____

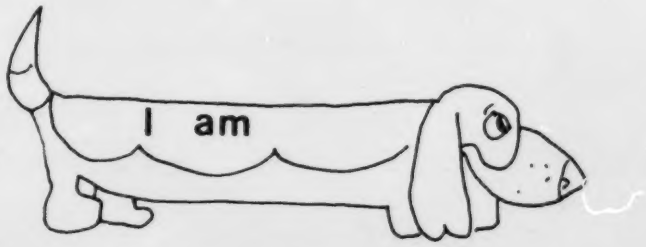
Remove the animal but leave the holiday.

9. W S I U N T M E M E R R = _____

Remove a warm season but leave a cold one.

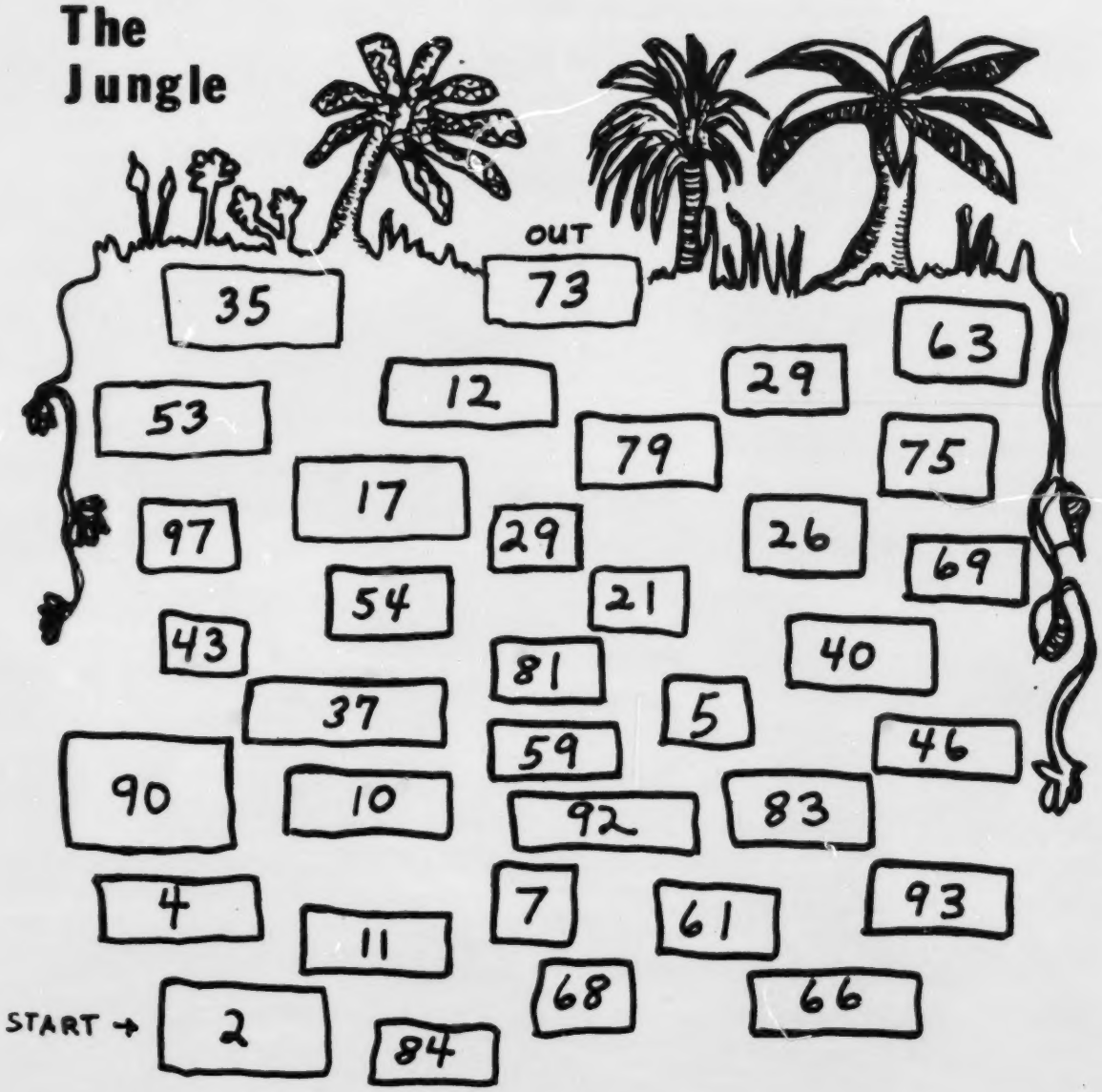
The Long & Short of it

Underline the contraction in each sentence. Then on the blank to the right write the two words which were used to make the contraction.



1. I'm very excited about the examination. _____
2. Tell me if they're going to graduate. _____
3. I'd like to enroll in the university. _____
4. Who wouldn't like to win the contest? _____
5. You're the first person to register. _____
6. I would have gone if they'd asked me sooner. _____
7. They won't need the equipment tomorrow. _____
8. If you don't qualify, you cannot attend. _____
9. I'll notify the students immediately. _____
10. Tell me whether you'll be available. _____
11. The rainfall couldn't be measured accurately. _____
12. The answer wasn't difficult to find. _____
13. Let's compare the discoveries they made. _____
14. I don't think I've ever been so frightened. _____
15. I'm sure he's very disappointed. _____

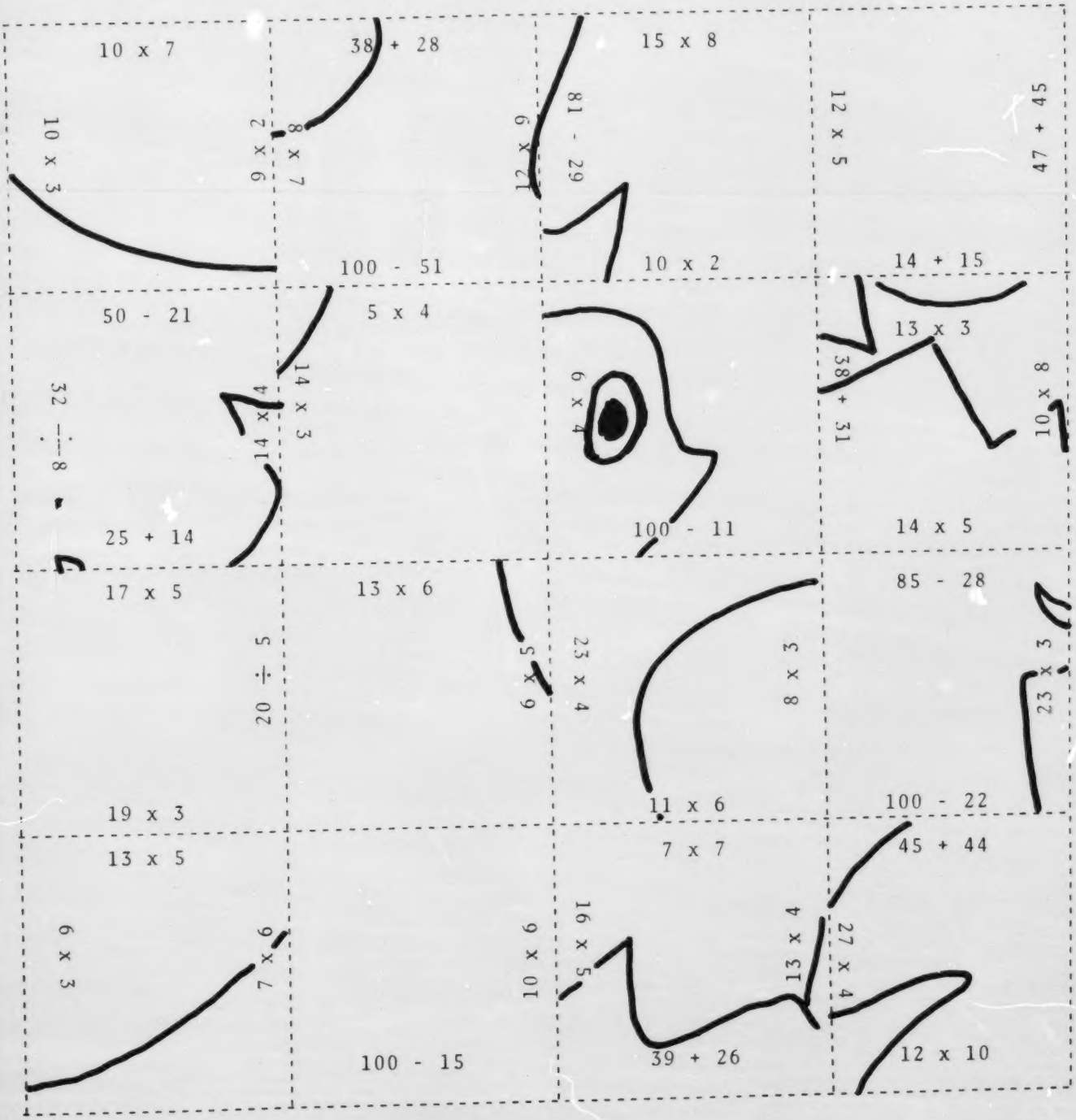
The Jungle



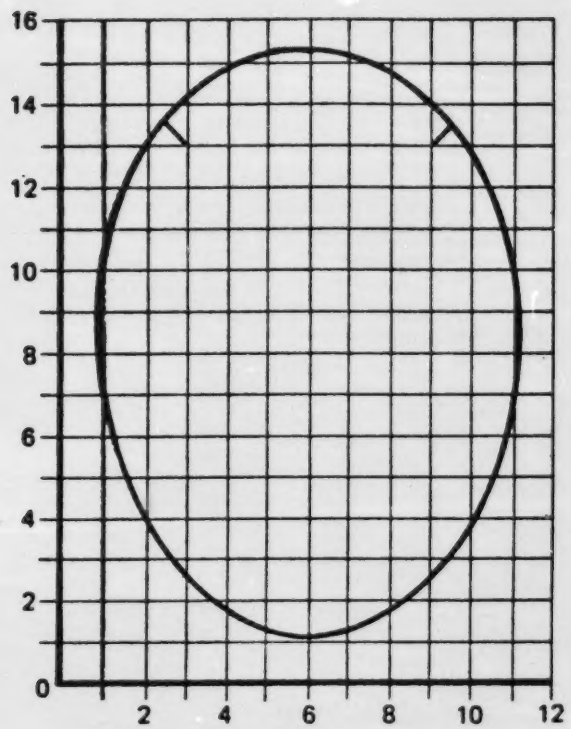
Help! We're lost in the jungle - and the witchdoctor says there is only ONE way out. There are 15 safe spots in the jungle that will lead us out. We must touch <u>all 15</u> or we are doomed! Color in the 15 stepping stones that contain PRIME NUMBERS. This will show the way to safety!

Puzzle Time

Cut out the 16 squares. Then fit the squares together so that the edges that touch name the same number.



Something Eggstra!



Decorate your egg by connecting the points in each row.

1. (1,9) (2,7) (3,9) (4,7) (5,9) (6,7) (7,9) (8,7) (9,9) (10,7) (11,9)
2. (1,10) (2,8) (3,10) (4,8) (5,10) (6,8) (7,10) (8,8) (9,10) (10,8) (11,10)
3. (2,13) (3,14) (4,13) (5,14) (6,13) (7,14) (8,13) (9,14) (10,13)
4. (2,14) (3,13) (4,14) (5,13) (6,14) (7,13) (8,14) (9,13) (10,14)

Place a dot at each of these points.

5. (2,9) (3,8) (4,9) (5,8) (6,9) (7,8) (8,9) (9,8) (10,9)

Make up a design of your own at the bottom of the egg. Write the points below.

6.

Now color your egg.

Cinco de Mayo

DIRECTIONS: Write less than $<$, more than $>$ or equal $=$ in each $\triangle$. Color each shape:

$<$ GREEN
$=$ WHITE
$>$ RED

$5 \times 4 \triangle 40$

$24 + 24 \triangle 12 \times 4$

$12 \div 4 \triangle 8$

$9 \times 4 \triangle 6 \times 6$

$37 \triangle 19 + 18$

$14 \times 3 \triangle 9 \times 5$

$9 \times 3 \triangle 18$

$72 \triangle 8 \times 8$

$92 \triangle 37$

$51 \triangle 51$

$100 \triangle 88$

$28 \triangle 82$

$112 \triangle 112$

$69 \triangle 60$

$48 + 20 \triangle 63$

$81 \triangle 7 \times 9$

$6 \times 8 \triangle 7 \times 7$

$4 \times 4 \triangle 8 + 8$

$9 + 2 + 7 \triangle 18$

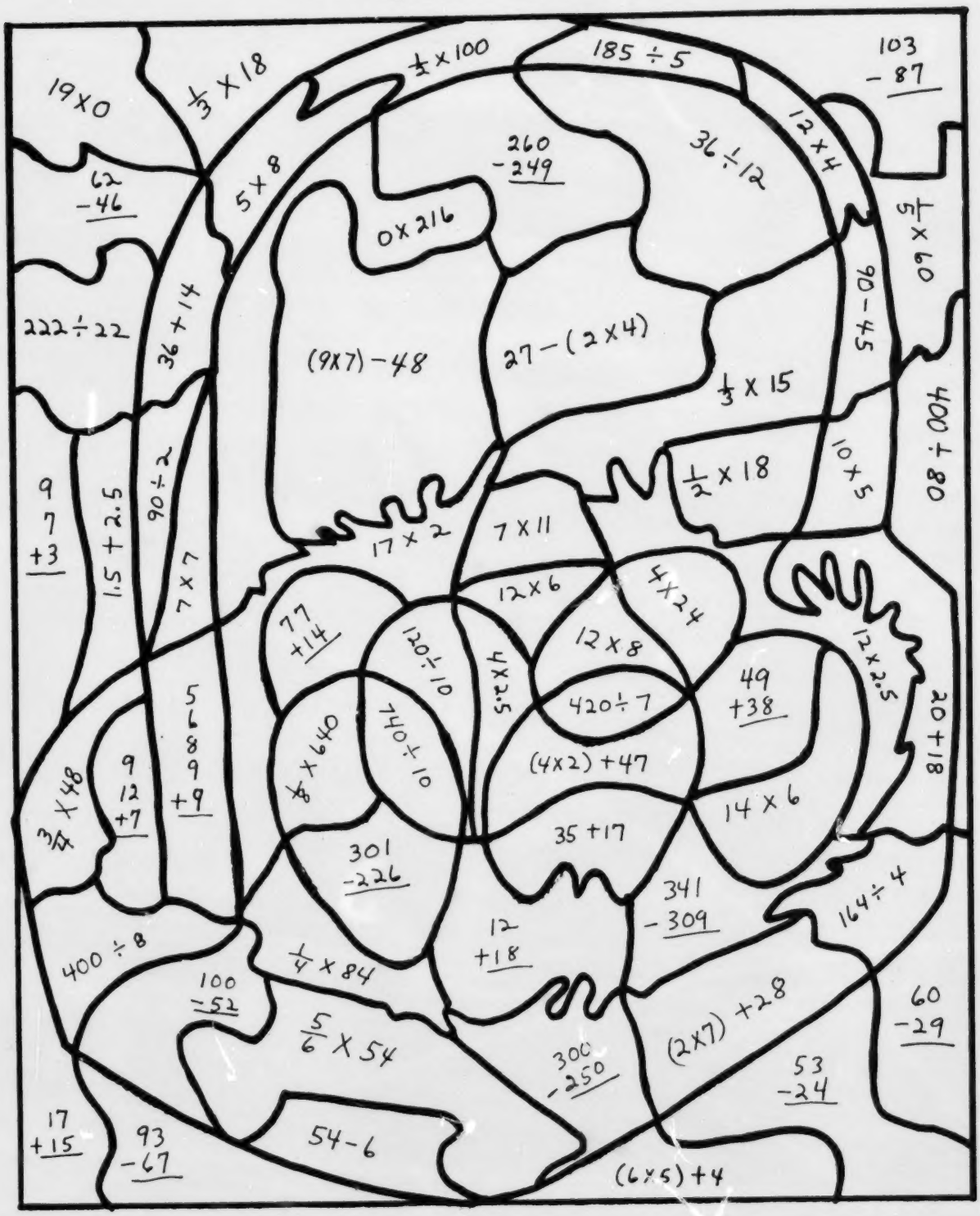
$11 \times 3 \triangle 29 + 4$

$42 \div 6 \triangle 10$

$7 \times 7 \triangle 73$

GREEN, WHITE and RED are the colors in the flag of Mexico. Cinco de Mayo (May 5) is a popular Mexican holiday.

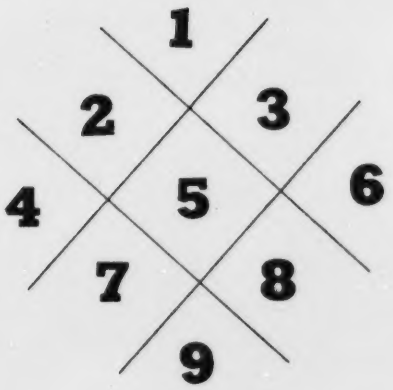
Compute & Color



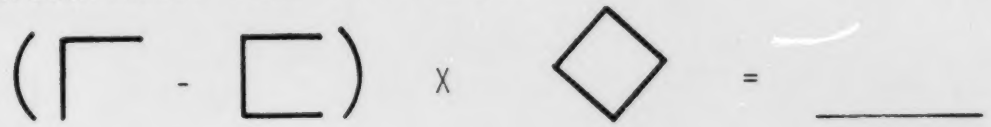
0 - 20 BLUE	36 - 50 BROWN	66 - 80 ORANGE	96 - 100 YELLOW
21 - 35 GREEN	51 - 65 RED	81 - 95 PURPLE	

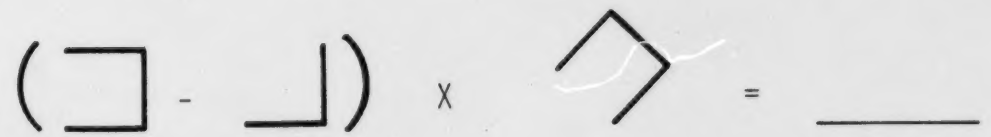
Super Challenge

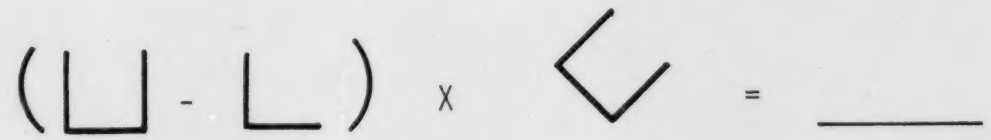
42	95	70
68	19	11
85	33	27



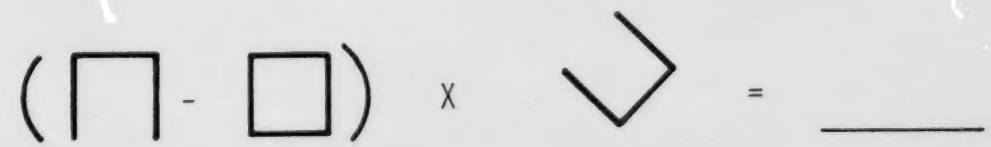
Find the numerals in the grids above. Write them into the problems below. Then solve the problems.

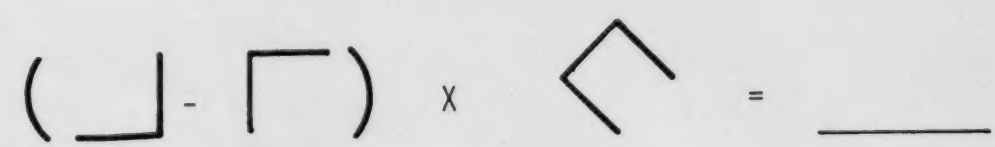
1.  = _____

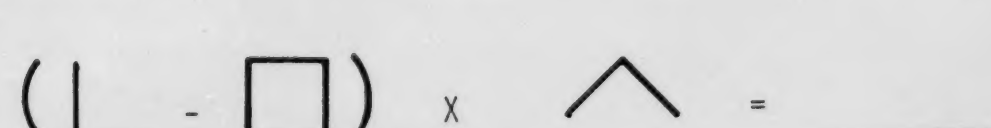
2.  = _____

3.  = _____

4. = _____

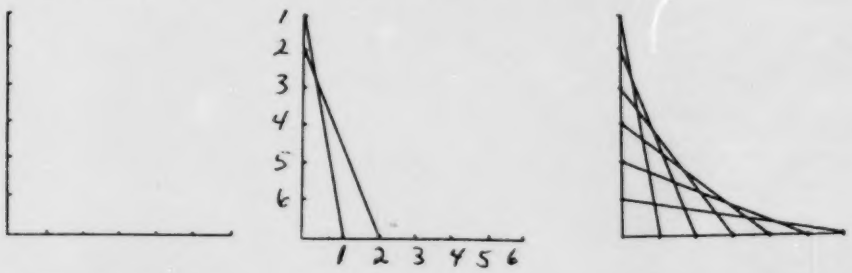
5.  = _____

6.  = _____

7.  = _____

STRING GEOMETRY

Interesting designs can be created by the systematic drawing of straight lines. These lines are drawn between points on two different line segments which form the sides of an angle.



The interesting thing about these lines is that when they are connected it appears as if a curved line has been drawn. Actually, no curved lines have been drawn at all.

The following three pages contain patterns that may be developed in the above manner.

Instructions: On the pattern, draw a line connecting point 1 with point 1 on the other line segment.

For added interest, colored pencils or colored pen and ink may be used.

String Pictures

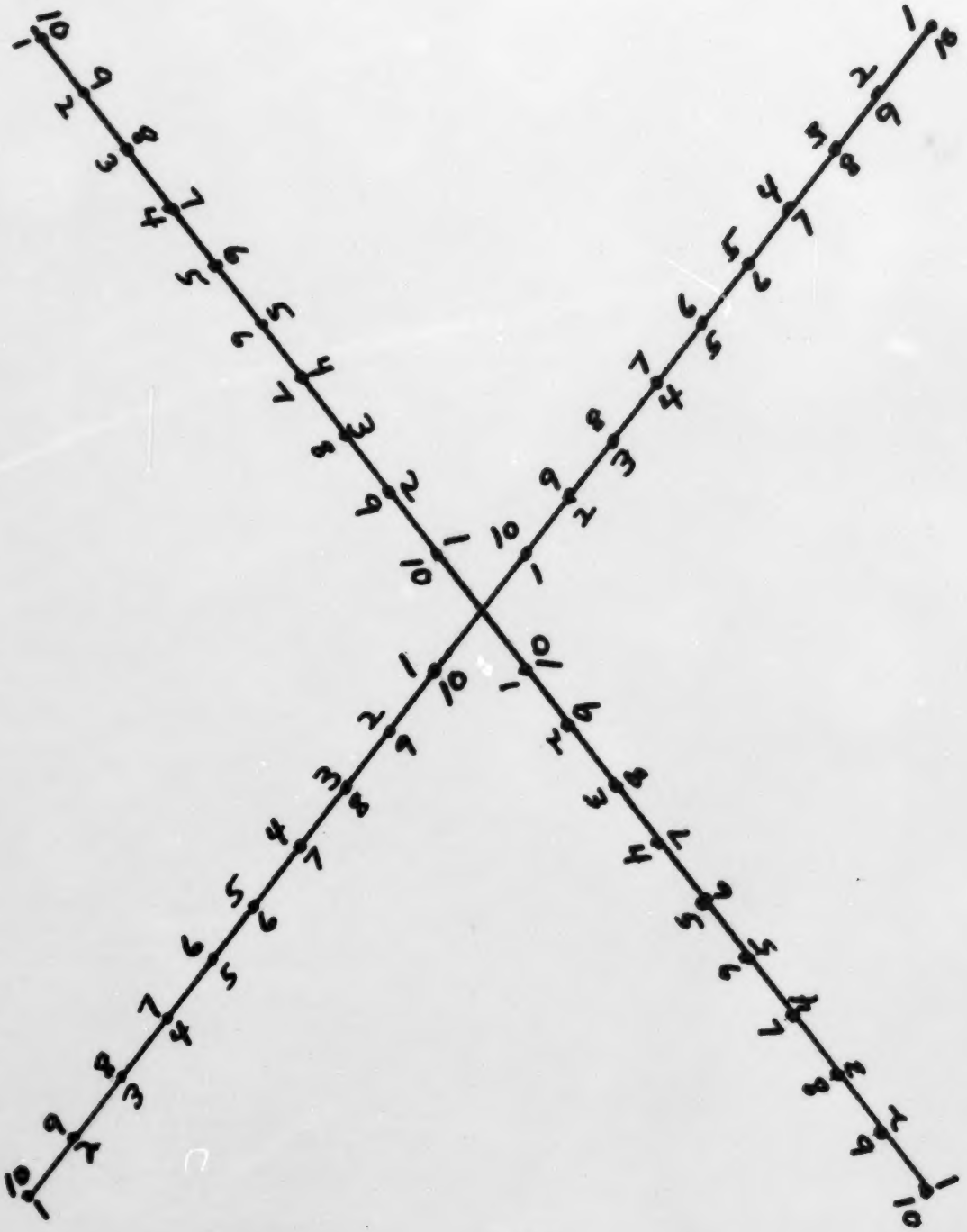
If you want to make beautiful, decorative string pictures, you can make one using a piece of plywood or fiberboard, colored string (not stretchy yarn), and either finishing nails or 1/8" wooden dowels.

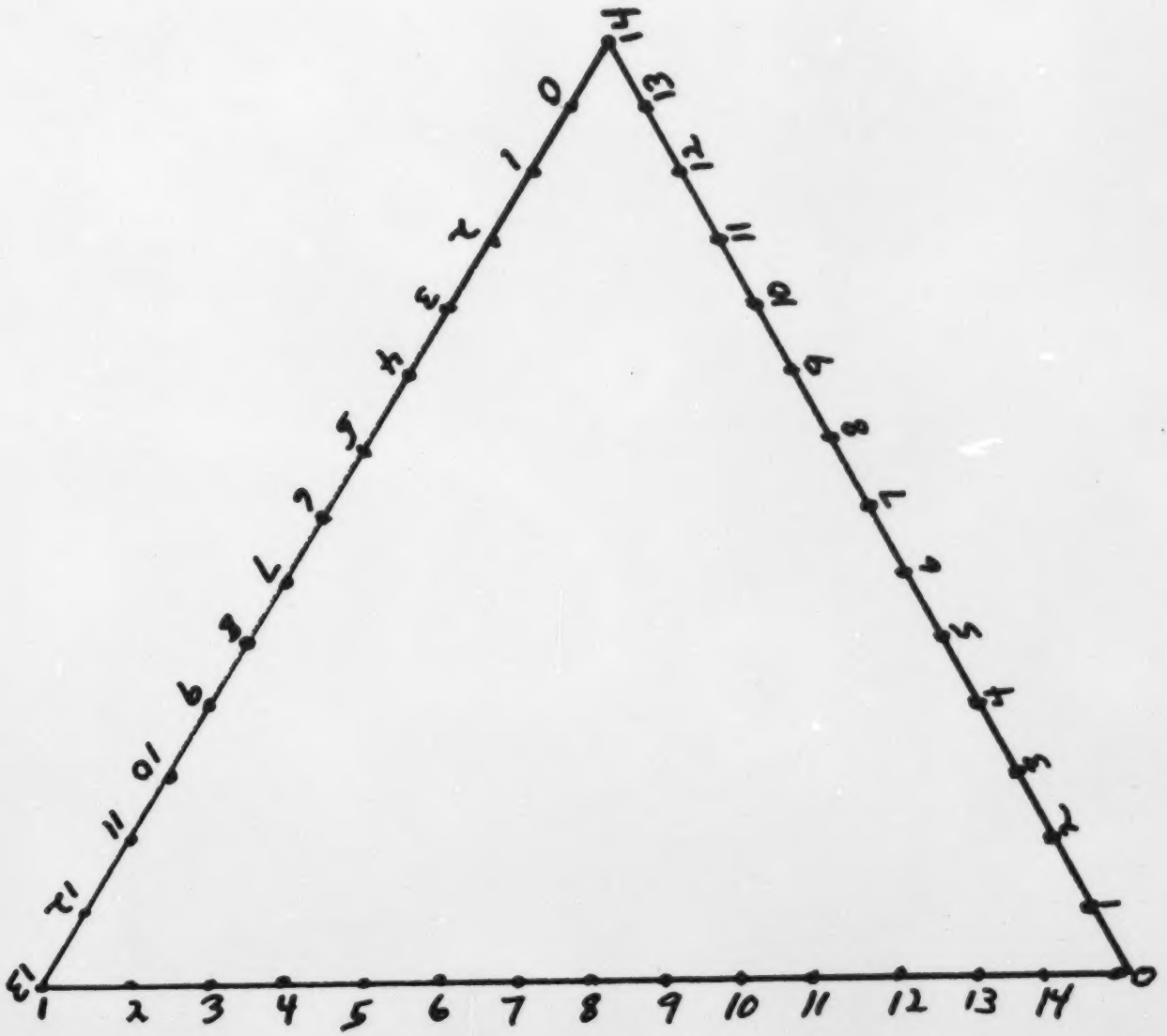
First, transfer your design onto the board. Be sure the distances between each point are equal. You can transfer these points by taping the pattern to the board and then using a nail or awl to make the holes through the pattern.

To use nails for pegs, pound a nail into each point that is marked. To use dowels, you must use a drill to make holes and then insert the dowels cut to lengths so that 2½" stand above the surface of the board. Be sure the holes are drilled perpendicularly so the dowels will stand up straight.

Tie the string (or heavy thread if your design is complex) to one peg. Stretch the string to the matching point on the other line segment (1 to 1, 2 to 2, etc.) and wind it, clockwise, around the peg. Proceed with each number in sequence and tie off the thread when all points have been joined.

For added enhancement, spray-paint the background of the board with black paint or some color that will complement the color of thread you are using.




1 2 3 4 5 6 7 8 9 10 11 12 13 14

1 2 3 4 5 6 7 8 9 10 11 12
1 2 3 4 5 6 7 8 9 10 11 12
1 2 3 4 5 6 7 8 9 10

KERN COUNTY PETROLEUM

RATIONALE

The petroleum industry is a major factor in the economy of Kern County. This unit is designed to help familiarize students with this industry in their own area.

GOALS

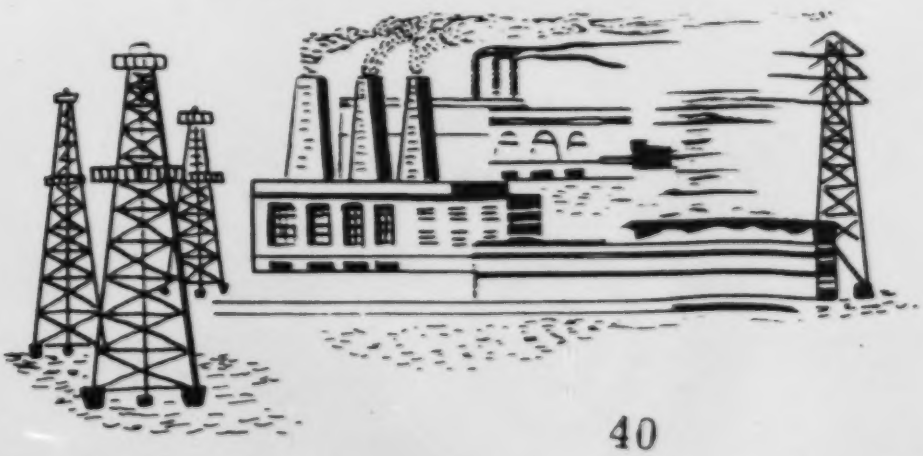
Through this unit, pupils will:

- -Become familiar with the work of the petroleum geologist.
- -Become familiar with techniques used in drilling for oil.
- -Become familiar with the method used to extract oil from the earth.
- -Become familiar with the various means of transporting crude oil from one location to another.
- -Become aware of the many by-products of petroleum.

PERFORMANCE OBJECTIVES

By the end of this unit, pupils will be able to:

- -Define petroleum.
- -Explain briefly how companies drill for oil.
- -Explain briefly how oil is extracted from the earth.
- -Name at least three means of transporting crude oil.
- -Explain briefly the oil refining process.
- -Name at least five by-products of petroleum.



-PROJECT CHOICE #79, A CAREER EDUCATION UNIT FOR GRADES 5 AND 6, OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS, 5801 SUNDALE AVENUE, BAKERSFIELD, CA

INSTRUCTIONAL STRATEGY

Lesson

PURPOSE — To familiarize students with the way that petroleum is formed in the earth.

MATERIALS — 1. Book: The First Book of Oil; Shilstone.

INTRODUCTION — Say: "We live in an age in which people are concerned about sources of energy. A very old and important source of energy is petroleum. We happen to live in an area that is relatively rich in this material resource. We are going to investigate this source of energy and learn how it effects our lives."

CLASS ACTIVITY — Read aloud and discuss pages 10-18 of The First Book of Oil. Any suitable alternate source will suffice if it covers the petroleum formation process.

SUMMARY — Review some of the new terms which were introduced. Discuss the process of petroleum formations. Have students draw a picture story (time line or cartoon strip are possible formats) depicting petroleum formation.

Lesson

PURPOSE — To familiarize students with the various phases of the petroleum industry up through the drilling stage.

MATERIALS

1. Suggested film: Drilling for Oil, 5912 (Available in Instructional Resource Center, Superintendent of Schools).
2. Film projector.
3. Chart paper.
4. Felt pen.

INTRODUCTION — Say: "Today we are going to further our investigation of the petroleum industry. As you watch this film notice how many different types of jobs are involved in the locating and extracting of the petroleum that is in our earth."

CLASS ACTIVITIES

1. View film.
2. Discuss film.
3. Develop "job cluster" list.

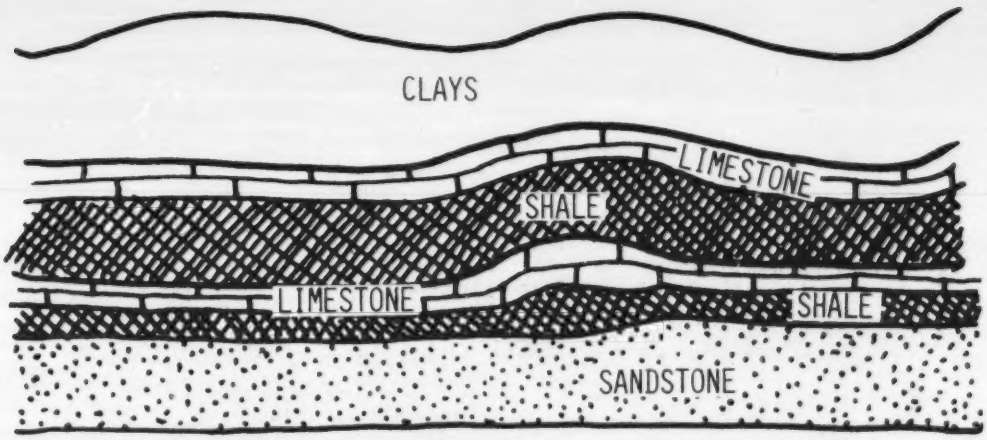
SUMMARY — Children will begin to realize that the oil industry does not just randomly drill a hole in the ground and out spurts oil.

You need:

1. art paper
2. pencils
3. crayons

You have learned that the formation of oil is a long process which takes place underwater.

Draw a picture story which shows the process of oil formation. Remember that many of the tiny sea creatures that were involved in this process long ago, no longer exist. So use your imagination. What do you think they looked like?



You need:
1. a sponge
2. an eyedropper
3. a bowl (large enough to hold the sponge)
4. water

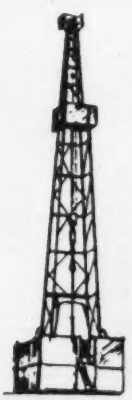
You have learned that oil is often trapped beneath the earth's surface in layers of porous rocks, generally sandstone or limestone. Extracting this oil is more time consuming than extracting oil from an oil trap.

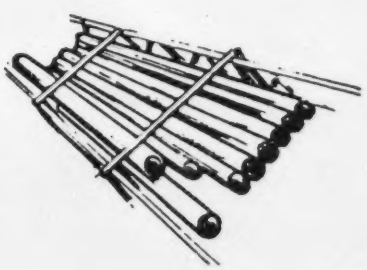
Place the dry sponge flat in the bottom of the bowl. Pour just enough water in the bowl to saturate the sponge. Wring all of the water from the sponge and remove the sponge from the bowl. See how long it takes you to empty the water from the bowl using the eyedropper. This is similar to the process of extracting oil from an underground oil trap.

Now repeat the process but leave the saturated sponge in the bowl and remove the water by inserting the eyedropper into the sponge. Pretending that the sponge is sandstone and the water is oil, this is similar to the process of extracting oil from the earth which is trapped in a layer of porous rock.

Keeping your experiment in mind, answer this question: If you were drilling for oil, would you rather find an underground oil trap or a layer of porous rock which was rich in oil? Explain your answer.

PURPOSE	To help students understand the method used to extract crude oil from the earth.
MATERIALS	Resource person from a drilling company (see suggestions in Community Resources section).
INTRODUCTION	Say: "We have learned how petroleum is formed inside the earth. We know now how petroleum geologists are able to scientifically locate this natural resource. The next step toward using petroleum for a source of energy is extracting the product from the earth. Today we are going to look at some model equipment which will help us understand how the petroleum is taken out of the ground."
CLASS ACTIVITY	Have a guest speaker from a drilling company speak to the class and demonstrate how the petroleum is taken out of the ground. Allow time for questions, answers, and discussion.
SUMMARY	Discuss and review that which was learned today. Have students write thank you notes with specific statements while the information is fresh in their minds.





Note: If the suggested format of this lesson is not possible to use, the information is covered in The First Book of Oil pages 36-56 and The Magic of Steel and Oil pages 41-46.

PURPOSE

To familiarize students with the various means of transportation used to move crude oil around the world.

MATERIALS

1. Resource person: someone from an oil company who is in charge of crude oil transportation (see suggestions in Community Resources section).

   AND/OR

2. Books: The First Book of Oil, Shilstone
   The Magic of Steel and Oil, Webb.

INTRODUCTION

Say: "As we know now, petroleum is formed underground only in certain areas where conditions have been just right. Because of this fact, it is necessary to move large amounts of crude oil many miles in order for it to be refined and used. Today we are going to learn what means of transportation are used to accomplish this task."

CLASS ACTIVITIES

1. Listen to a guest speaker who is in charge of crude oil transportation for an oil company.
   OR
2. Cover material in The First Book of Oil pages 57-68 and The Magic of Steel and Oil pages 50-54.

SUMMARY

1. Review and discuss the new knowledge gained. Have students write thank you notes containing specific statements about something they learned.
   OR
2. Have students write a story which compares transportation methods used in the mid 1800's to those used today.

PURPOSE

To help students become aware of a variety of petroleum by-products.

MATERIALS

1. Chart paper.
2. Felt pens, two colors.
3. Various books on the subject of petroleum uses (from your school or public library).

INTRODUCTION

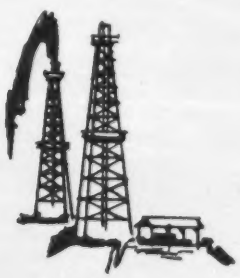
Say: "We have seen how crude oil can be refined to various degrees. We have learned what these important petroleum products are used for. Today we are going to begin learning about petroleum by-products. A by-product is a secondary product. That means that even after petroleum is refined, some of it is taken through even more processes in order to make other products."

CLASS ACTIVITY

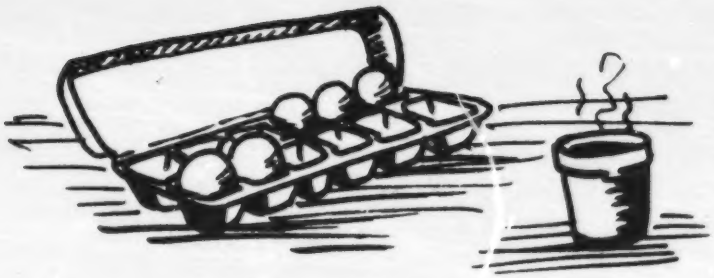
Ask students for a list of petroleum by-products. Record their dictated list in one color on the chart paper. When their ideas are exhausted, say "Now we'll investigate to see if we've left any out."
Read The First Book of Oil, pages 4-9 and The Magic of Steel and Oil, pages 57-60.
Continue the list in another color. It may be interesting to leave the list up for several days to add to it.

SUMMARY

Students will become aware of the fact that petroleum plays a large part in our modern life and would be an important part of our lifestyle even if it were not used as a fuel.



COLLAGE



You need:

1. poster paper
2. scissors
3. paste or glue
4. old magazines

You have learned that petroleum is used not only as a fuel but also has many important by-products.

Cut out pictures of as many petroleum by-products as you can possibly find.

Use these pictures to make a nice collage of petroleum by-products.

RESEARCH

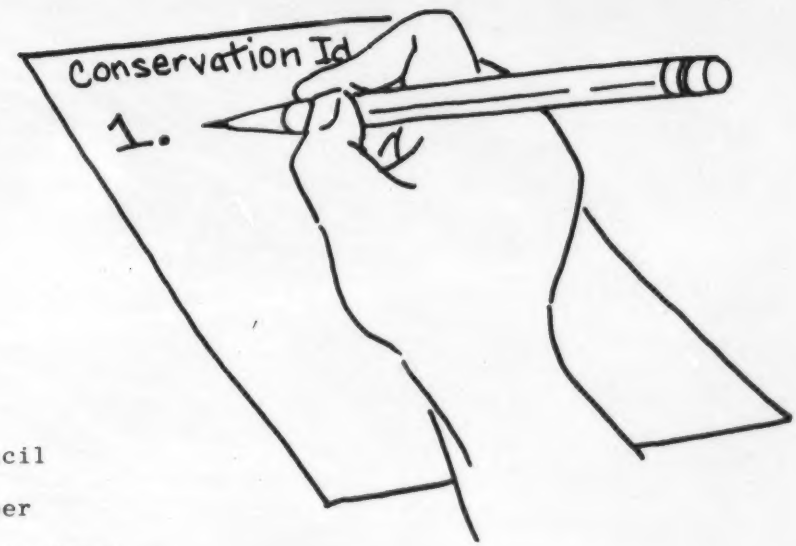
You need:

1. a map of the United States
2. a pencil or marking pen
3. some resource books or materials

Petroleum is not found in all areas of the world. Some areas are rich in petroleum, others have none.

Do some research on your own. Find what areas of the United States are rich in petroleum. Indicate these areas on your map.

LET'S CONSERVE



You need:

1. pencil
2. paper
3. good ideas

You know that we are using petroleum faster than it is being formed. You know also that we are in danger of exhausting this natural resource.

Make a list of things that we can all do to help conserve petroleum.

*Hint: It would be fun to have a contest to see who can think of the most conservation ideas.

ACT IT OUT

You need:

1. a small group
2. a good imagination
3. your dramatic talent

Ad lib and role-play an incident that might take place in one of these petroleum related situations:

Main Characters	Situations
1. a. The president of a local refinery b. A group of concerned citizens	1. Steam pours out of the equipment at the refinery - the citizen group believes this is a polluting smoke.
2. a. A gas station attendant b. A gas customer	2. The price of gas has taken a drastic jump, the customer feels this is unfair.
3. The board of directors of the gas company	3. There is a real threat of a drastic fuel shortage. You want to convince the general public to conserve energy - what will you do?
4. a. An economy car salesperson b. A family shopping for a car	4. The salesperson wants to convince the family that the economy car is just what they need. The family is in disagreement between a large luxury car and a small economy car.
5. a. A gas station owner b. Several people applying for a job	5. The gas station owner needs a person to work in the business. The owner is giving interviews to people who want the job.

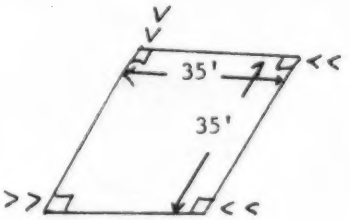
Lead-up Games for Team Sports

All team sports in the junior high and high schools have their beginnings in the skills developed in the primary and intermediate grades. Before students are ready for team sports, they must have developed an adequate degree of proficiency in the basic skills.

The lead-up games help to build these important skills. Students will enjoy playing these games and, at the same time, will be improving their skills and knowledge through a well-rounded physical education program.

SOFTBALL

Name: THROW AROUND



Outcomes:
Physical Fitness: arm, shoulder, trunk, and leg development, agility
Motor Perception: directionality
Movement Skills: locomotion, reception, propulsion

Equipment: Softball and 4 bases

Formation: Two teams

How to Play: One team stands at home base. The second team, four at a time, takes its place in the infield with a player at each base. At a signal, a team member at home plate starts to run around the bases. At the same time, the catcher throws the ball to the first baseman, who throws it to the second baseman, etc. The ball must be thrown around the diamond twice before the runner goes around once.

A fumbled ball must be returned to the baseman who fumbled it and continued on its journey from there.

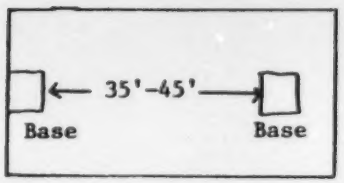
After all members of one team have run, teams exchange places.

Scoring: If the base runner reaches home plate before the ball reaches the catcher on its second trip, he scores 1 point for his team. If the fielding team returns the ball to the catcher before the base runner reaches home plate, the fielding team scores 1, point.

The team that has more points after all players have run, wins.

Teaching Suggestions: If desired, make the game more difficult by requiring that each baseman have a foot on his base before throwing the ball. Move bases in or out depending on the skill of the performers.

SOFTBALL



Name: BEAT BALL

Outcomes: Physical Fitness: arm, shoulder, trunk, and leg development, agility
Motor Perception: directionality
Movement Skills: locomotion, reception, propulsion

Equipment: Softball and 2 bases

Formation: Two teams: one in the field, one at bat

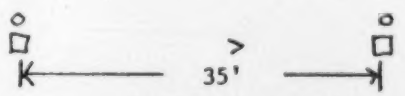
How to Play: The batter throws the ball as far as he can among members of the opposing team in the field, and then runs to base and back. The fielding team tries to retrieve the ball and throw it to home base before the batter reaches there. If he beats the ball his team gets a run (point). Every member of one team gets a turn at bat before the teams exchange places.

Teaching Suggestions: Encourage a player in the field to relay the ball to another player nearest the base rather than run in with it.

Variations: (1) Play like baseball: Allow three outs to an inning and then have teams change places. (2) Use a fleece ball and allow fielders to throw it at batters to put them "out." A runner is out if he is hit with the ball before he returns to home base. Penalize the fielding team one point if a thrown ball strikes a runner on the head.

SOFTBALL

Name: RUN DOWN



Outcomes: Physical Fitness: arm, shoulder, trunk and leg development, agility
Motor Perception: directionality
Movement Skills: locomotion, reception, propulsion

Equipment: Softball and two bases, 35' apart, for each group

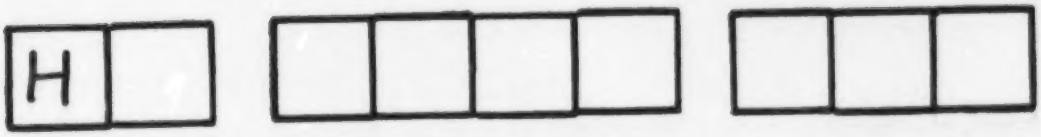
Formation: Scattered, in groups of three (two basemen and one runner)

How to Play: The basemen throw the ball back and forth in a game of catch. The base runner stands on one base until he thinks the time is opportune to steal the other base. His objective is to start from one base and get to the other without being tagged with the ball. When a runner is tagged out, he exchanges places with one of the basemen. The winner is the player with the most stolen bases.

Teaching Suggestions: Teach players to fake throws, so the runner won't leave a base with too much of an advantage.

...the Riddle Corner

WHEN SOMEONE FALLS INTO A RIVER,
WHAT'S THE FIRST THING HE DOES?



1 2 3 4 5 6 7 8 9

		WHEN	WHERE	WHY	HOW
1.	behind the auditorium	B	(H)	D	T
2.	early in November	E	A	U	I
3.	because he was excited	F	J	G	K
4.	typed rapidly	M	L	N	E
5.	in the ancient castle	V	T	W	Q
6.	chattered gaily	R	P	L	S
7.	next Wednesday or Thursday	W	B	C	D
8.	it was actually necessary	O	I	E	A
9.	within the fenced area	M	T	D	R

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The common thread of all educational activities should be development of the ability to think. The skills involved in thinking do not come automatically or develop by themselves. The natural abilities possessed by children need training and development. Keeping this in mind, the activities in CLASSROOM IDEAS are organized within the five operations of the mind as defined in the research of Dr. J.P. Guilford and his structure of the intellect model. These operations are: cognition, memory, convergent production, divergent production and evaluation.

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